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ACTION EDUCATION, TITLE I, HIGHER EDUCATION ACT OF 1965, FLORIDA, 1966-1967. PROGRESS REPORT.

FLORIDA ST. BOARD OF REGENTS, TALLAHASSEE

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DESCRIPTORS- *COMMUNITY SERVICE PROGRAMS, *UNIVERSITIES, *EVALUATION, SURVEYS, TEACHING TECHNIQUES, FEDERAL AID, ENROLLMENT DATA, PARTICIPANT CHARACTERISTICS, ATTENDANCE, PROFESSIONAL PERSONNEL, INSTRUCTIONAL STAFF, PUBLIC OFFICIALS, COMMUNITY PROBLEMS, STATISTICAL DATA, FLORIDA, TITLE 1(89-329),

A TOTAL OF 29 PROGRAMS IN TEN COLLEGES AND UNIVERSITIES IN FLORIDA WERE FUNDED UNDER TITLE I OF THE HIGHER EDUCATION ACT DURING 1966 AND 1967. HUMAN RELATIONS AND MINORITY GROUPS, PUBLIC ADMINISTRATION, EDUCATION FOR ECONOMIC DEVELOPMENT AND FULL TIME EMPLOYMENT, HUMAN RESOURCE DEVELOPMENT, AND EDUCATION AND COMMUNITY WELFARE WERE THE MAJOR COMMUNITY PROBLEM AREAS CONSIDERED FOR CONTINUING EDUCATION AND OTHER TYPES OF PROGRAMS. DATA WERE GATHERED ON INSTRUCTIONAL PERSONNEL, PARTICIPANT DISTRIBUTION BY AGE AND SEX, TEACHING TECHNIQUES, ADDITIONAL EDUCATION INSTITUTIONS AND AGENCIES, AVERAGE ENROLLMENT, AND PROFESSIONALS INVOLVED IN PROGRAM PLANNING. THE PROGRAMS APPEARED TO BE INDUCING COMMUNITIES TO DEAL WITH THEIR PROBLEMS WITHOUT FEDERAL FUNDING. OUTSIDE AGENCIES WERE WIDELY INVOLVED, INDIVIDUAL PARTICIPATION WAS RISING STEADILY, AND PARTICIPANTS WERE CONTRIBUTING GREATLY TOWARD PROGRAM PLANNING, LEADERSHIP, AND SUCCESS. RECOMMENDATIONS ON EVAUTION, PLANNING, AND FUNDING WERE MADE. (THE DOCUMENT INCLUDES NINE TABLES AND FIGURES, PROGRAM DESCRIPTIONS, AND THE REPORT FORM.) (LY)

TITLE I · HIGHER EDUCATION ACT · FLORIDA

EDUCATION ACTION PROGRESS REPORT

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November, 1967

Progress Report

for

Title I, Higher Education Act of 1965

in

Florida

1966 - 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

Title I of the Higher Education Act of 1965 has afforded the institutions of higher education in Florida an excellent opportunity to resolve problems in rural, urban and suburban communities.

Since its approval, ten institutions of higher education have been allocated federal funds totaling $440,096.00 to conduct twenty-one continuing education programs in problem areas relating to: Human Relations and Minority Groups, Economic Development and Full Time Employment, Human Resource Development and Community Welfare.

This progress report for 1966 and 1967 reflects pertinent data regarding the activities and the involvement of university and junior college resources in community service programs involving over 20,000 Floridians as participants.

Florida Board of Regents
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I. INTRODUCTION

The Higher Education Act was passed in 1965 and signed by President Lyndon B. Johnson on November 8 of that year as Public Law 89-329. Title I of the Higher Education Act is designed to utilize the resources of institutions of higher learning in cooperation with local agencies and institutions to solve local community problems. It is a means of utilizing the academic community in a service function - providing both impetus and direction to the problem-solving capability of the local communities. Through federal and non-federal support, Title I puts the academic skills, knowledge and resources of higher education to work for the local community. Through this utilization of resources, Title I has emerged as a Federal-State program which has united colleges and universities together with local communities in one of the most practical and productive educational experiences in the United States today.

II. BACKGROUND OF TITLE I IN FLORIDA

A. State Plan

In early 1966, Honorable Haydon Burns, Governor of the State of Florida, designated the State Board of Education as the sole agency responsible for the supervision of the administration of the Florida State Plan under Title I of the Higher Education Act of 1965.

The State Board of Education in turn designated the State Board of Regents as the unit administratively responsible for the State Plan. Dr. J. B. Culpepper, Chancellor of the State University System of Florida, appointed Dr. Glenn Goerke as State Coordinator for Title I of the Higher Education Act of 1965. Dr. Goerke, with the help of the State Advisory Committee for Title I, consisting of representatives from the State University System, the private universities in Florida, the Junior College System, and the Governor's Office of Economic Opportunity, was delegated the responsibility of developing the State Plan.

The committee assigned to draft the initial State Plan for Florida consisted of charter members of a Florida Committee on Continuing Education established in 1963 by Section 13 of Senate Bill 463, Florida Statutes, requiring the establishment of an advisory committee on adult education. This committee and the State Coordinator, through counsel with community leaders throughout the State of Florida, set forth the community services in continuing education to be carried on under the auspices of the institutions of higher education throughout the State of Florida, and identified the major educational problems to which the institutions were requested to address themselves under the organizational structure devised for the implementation of Title I of the Higher Education Act of 1965.

In May, 1966, the State Plan was completed by the State Advisory Committee, approved by the Board of Regents and the State Board of Education, and was submitted to the U.S. Office of Education, Washington D.C. On June 1, 1966, the Florida State Plan was officially approved by the U.S. Office of Education.

B. Community Service Needs in Florida

The five major community problem areas initially considered for community service and continuing education programs under the Florida State Plan, and to which the resources of Florida colleges and universities are directed are:

1. HUMAN RELATIONS AND MINORITY GROUPS
    - A. Migrant Farm Workers
    - B. Assimilation of Cuban Refugees
2. URBAN-RURAL PUBLIC ADMINISTRATION
    - A. Public Administration
    - B. Community Leadership Development and Education for Public Responsibility
3. EDUCATION FOR ECONOMIC DEVELOPMENT AND FULL TIME EMPLOYMENT
    - A. Continuing Education and Training for the Professional, Technology, and Service Fields

4. HUMAN RESOURCE DEVELOPMENT

   A. Individual and Family Development

   B. Problems of the Aging

   C. Continuing Education for Women

   D. Adult Literacy Programs

5. EDUCATION AND COMMUNITY WELFARE

   A. Health

   B. Housing

   C. Natural Resources

C. Fiscal Year 1966 Title I Program in Florida

During the time that the Florida State Plan was being completed each of the 61 qualified institutions of higher education was notified concerning the intent of Title I of the Higher Education Act of 1965 and was sent the following information:

A. Federal Rules and Regulations
B. Community Problem Areas to be considered
C. Sample copy of an initial proposal
D. Administrative design of State Plan
E. Objectives of the State Plan
F. Rationale for Community Service and Continuing Education

Accompanying the above information was a cover letter requesting program proposals for funding under Title I and instructions for submitting them to the State Coordinator's office in Tallahassee by May 6. On that date, 55 proposals from 13 institutions had been received, and on May 12, the State Advisory Committee met in Tallahassee to review and discuss the proposals. On May 23, the Committee returned to Tallahassee to complete the selection of proposals to be funded for Fiscal Year 1966.

The programs selected for funding were:

UNIVERSITY OF MIAMI - CORAL GABLES

1. An Urban Extension Coordinating Center. This program was designed to establish a continuing education center through which efforts could be directed toward solving problems in numerous special-problem areas in Miami.

2. A Program for the Continuing Education of Women in Contemporary Urban Miami, Florida. Emphasis was placed upon provision of a comprehensive program to encourage women to continue their education at all levels through resources located in the community.

3. An Urban Extension and Cultural Program for the Cuban (Refugee) Adult in the Greater Miami Area. This program, to keep the culture of Free Cuba alive, emphasized education and re-education through a number of activities involving prominent men and women of free Cuba.

FLORIDA STATE UNIVERSITY - TALLAHASSEE

1. Urban Internship Program (Urban Extension Service). This educational venture has initiated specific community action projects in attacking major community problems in the Cape Kennedy area in East-Central Florida.

2. Leadership and Planning Seminars. Through a series of planned educational experiences, nationally known community development specialists have conducted seminars and workshops for local community leaders in Florida.

3. Center for Women. This program enabled participants to explore the changing roles of women and to seek assistance in solving problems involved in adopting new life patterns, securing gainful employment, and participating in continuing education activities.

UNIVERSITY OF FLORIDA - GAINESVILLE

1. Community Planning, Public Officials. The purpose of this program was to educate and develop an informed local leadership that will plan for the total development of the human and economic resources of the community.

2. Economic Counseling and Research Service for Small Counties. This program provided a counseling and research service to smaller communities in Florida to assist them in meeting important local problems and help them solve future problems that arise.

3. A Survey and Pilot Project to Meet the Educational Needs of Senior Citizens in an Urban Area. This program included a survey to determine areas of need and interest of senior citizens within the surrounding geographic area and the establishment of an intensive educational program for the general public to make them more aware of these needs and how they can be met.

UNIVERSITY OF SOUTH FLORIDA - TAMPA

1. TV Series - Consumer Education. Educational information was directed to consumers concerning the determination of prices, wise and unwise consumer habits and how business activities affect the private citizen.

2. Pre-School and Kindergarten Short Course. This program consisted of various course offerings in an attempt to upgrade the skills and competencies of private kindergarten and nursery school teachers.

BREVARD JUNIOR COLLEGE - COCOA

1. Citizenship Foundation Program. Educational experiences were conducted to assist local citizens in solving local community problems through the improvement of their citizenship responsibilities.

INDIAN RIVER JUNIOR COLLEGE - FORT PIERCE

1. Continuing Education for Retired Persons. Through the establishing of three centers, educational experiences have been provided for retirees to help them gain and retain a meaningful and useful self-concept in solving the problems encountered during their later years of life.

MARYMOUNT COLLEGE - BOCA RATON

1. Total Woman. A pilot group of thirty-five mature women explored in depth what adult women really want out of life and learning. Results were used to plan a future educational program (based on this Title I program but expanded) at Marymount College for women in Southeast Florida.

(More informative and detailed explanations of these programs can be found in Appendix A, page 22).

D. Fiscal Year 1967 Title I Program in Florida

During the last week of June, 1966, copies of the approved State Plan were sent to all qualified institutions for their perusal and consideration in preparing proposals for submission to the State Advisory Committee for Fiscal Year 1967. On July 8, application forms and letters of instruction were sent to the qualified institutions requesting proposals for consideration by the State Advisory Committee for Fiscal Year 1967. Proposals were due in the office of the State Coordinator by July 29, 1966. On July 30, copies of the proposals were mailed to all members of the State Advisory Committee for their individual evaluation, and on August 8, 1966, the Committee met to make the final selection of proposals for funding in Fiscal Year 1967.

Those proposals selected for funding were as follows:

UNIVERSITY OF MIAMI - CORAL GABLES

Continuing Programs (1966)

1. A Program for the Continuing Education of Women in Contemporary Urban Miami, Florida. Emphasis was placed upon provision of a comprehensive program to encourage women to continue their education at all levels through resources located in the community.

2. An Urban Extension and Cultural Program for the Cuban (Refugee) Adult in the Greater Miami Area. This program to keep the culture of Free Cuba alive emphasized education and re-education through a number of activities involving prominent men and women of free Cuba.

New Program

1. A Human Affairs and Minority and Civil Rights Study and Educational Program for Metropolitan Area Adults. Major activities of this program have been the identification of special interests by individuals in the community and placement of these individuals in tutorial working groups to determine ways of solving local problems in the areas of civil rights, employment, housing, etc.

FLORIDA STATE UNIVERSITY - TALLAHASSEE
Continuing Programs (1966)

1. Urban Internship Program (Urban Extension Service). This educational venture has initiated specific community action projects in attacking major community problems in the Cape Kennedy area in East-Central Florida.

2. Leadership and Planning Seminars. Through a series of planned educational experiences, nationally known community development specialists have conducted seminars and workshops for local community leaders in Florida.

UNIVERSITY OF FLORIDA - GAINESVILLE
Continuing Programs(1966)

1. Training for County Officials. The purpose of this program was to educate and develop an informed local leadership that will plan for the total development of the human and economic resources of the community.

2. Economic Counseling and Research Service for Small Counties. This program provided a counseling and research service to smaller communities in Florida to assist them in meeting important local problems and help prepare them to solve future problems that should arise.

3. A Survey and Pilot Project to Meet the Educational Needs of Senior Citizens in an Urban Area. This program included a survey to determine areas of need and interest of senior citizens within the surrounding geographic area and the establishment of an intensive educational program for the general public to make them more aware of these needs and how they can be met.

New Program

1. Labor and Management Relations -- Problems in Agriculture and Related Industries. Data have been obtained concerning agricultural labor needs and training required for the manpower to fill these needs. Most of the data were being processed at the time of this report.

UNIVERSITY OF SOUTH FLORIDA - TAMPA
New Programs

1. Management Development for City and County Officials. Training in human relations and their effective use in the activities of managers and supervisors was provided in a workshop consisting of lectures, seminars, and "in-depth' group discussions.

2. Establishment of a Center for Urban Studies. Much effort has been concentrated in attempting to bring together professional city planners, executives, politicians, and community representatives to determine the greatest needs and problems in the urban area and how to find solutions.

BREVARD JUNIOR COLLEGE - COCA
Continuing Program

1. Citizenship Foundation Program. Educational experiences were conducted to assist local citizens in solving local community problems through the improvement of their citizenship responsibilities.

FLORIDA ATLANTIC UNIVERSITY - BOCA RATON
New Program

1. Use of TV Taping, Evaluation, Programmed Instruction and/or Other Media to Provide Practical Experiences for Counselors, Social Workers, and Health Workers in Serving Children of Migrant Farm Workers. The main emphasis was applied to video-taping as a means of evaluating counseling experiences with migrant farm workers and their families.

FLORIDA KEYS JUNIOR COLLEGE - KEY WEST
New Program

1. Community Leadership Development and Education for Public Responsiblity. Community problems were identified and educational activities designed to cope with those problems were conducted for local community organization leaders and other residents.

POLK JUNIOR COLLEGE - BARTOW
New Program

1. A Program for the Educational Enrichment of Senior Citizens in Polk County. A small group of senior citizens was trained to conduct educational programs for other senior citizens at centers located throughout the county. In teams of two, these instructors provided educational activities requested by senior citizens in previously administered surveys in the county.

(More informative and detailed explanations of these programs can be found in Appendix A, page 22).

II. PROGRESS REPORT

The Florida Board of Regents Office for Continuing Education is responsible for the evaluation of all programs under Title I, Higher Education Act of 1965. However, since most of the programs which were funded in Florida for Fiscal years 1966 and 1967 are not completed at this time, this report is primarily a progress report. The final evaluation for those programs will be conducted when the programs are completed.

This progress report was conducted with the realization that because the objectives of each individual program are unique, each program must be evaluated separately. However, the staff of the Florida Board of Regents Office for Continuing Education felt that within the intent of Title I, certain commonalities in all programs could be determined through the use of a questionnaire structured specifically for that purpose. Through this procedure, the staff hoped the following objectives would be attained:

1. To provide the Florida Board of Regents Office for Continuing Education and the U.S. Office of Education with a concise, overall view of the progress of Title I in Florida. No attempt was made to contrast or compare individual programs, but a comparison of overall progress with initial expectations was achieved through the data compiled from the structured questionnaire.

2. To encourage Institutional Program Directors to continually evaluate their programs. Evaluation should occur continuously as the program progresses, enabling Institutional Title I Program Directors to know what is happening and what should happen next.

3. To compile statistical data by acquiring actual numbers of enrollees, personal data about them, etc., in place of estimates by Institutional Program Directors and others.

4. To determine attitudes of Institutional Program Directors toward Title I programs.

5. To determine attitudes of participants toward Title I programs.

Although the Fiscal Year 1966 and Fiscal Year 1967 programs are separate, the progress of both have been combined in one report because seven of the programs were continuous through both years,

and due to the timing between passage of the Higher Education Act and appropriations for Title I, most of the programs have been conducted concurrently.

Two different instruments have been utilized to acquire the data found in the following pages of this report. One was used for progress reporting and the other for final reports and evaluations. Copies of the instruments are located in Appendix B, pages ___.

A. Presentation of Data

The data presented in the following tables were compiled from responses to questions in the progress report and the final evaluation report (Appendix B). Due to the uniqueness and complexity of each program, not all questions received responses from each program director. Sufficient data were accumulated to provide guidance and direction for the final evaluation of each program. With such data, Institutional Program Directors can ascertain fluctuations in enrollment, comments from participants, responses or reactions within the community, etc., as the program progresses. Compilation and analysis of this data from all programs has also provided the Staff of the Florida Board of Regents Office for Continuing Education with an overall view of the progress of Title I in Florida.

For example, Institutional Program Directors submitted an enrollment figure for their projects. In Fiscal Year 1966, 18,500 persons were estimated to have participated in Title I programs in Florida. In Fiscal Year 1967, the estimated enrollment figure was 20,700 persons; an increase of 2,200 from the previous year.

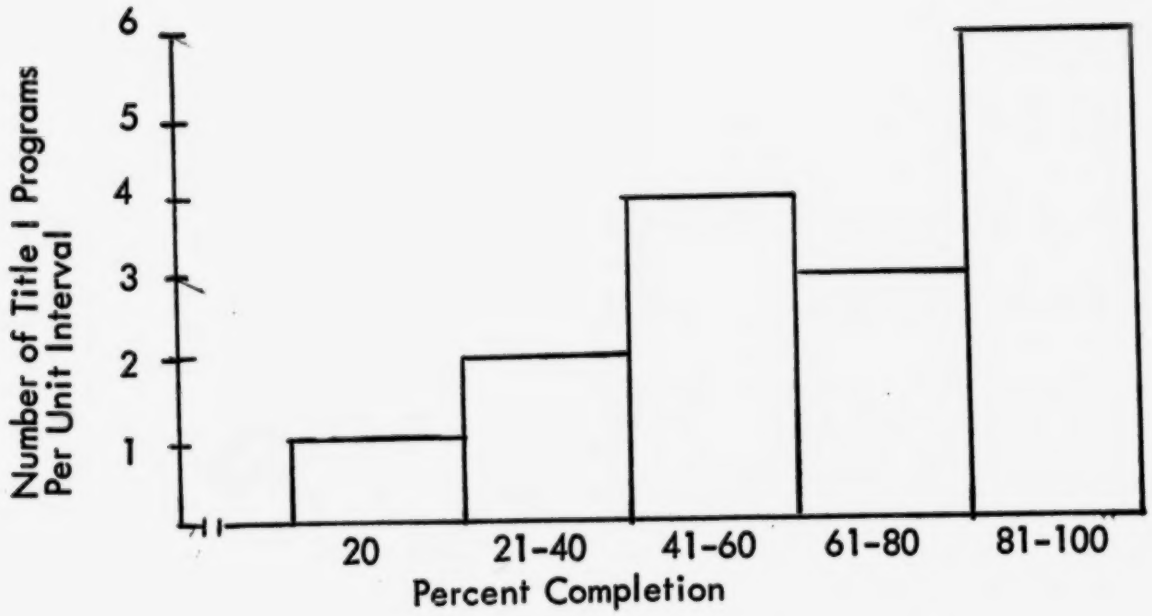

Fig. 1 Completion rate of programs under Title I, Higher Education Act of 1965, in Florida.

The range of program completion reported was from 20 percent in one program to 100 percent in two programs. The average of the 16 programs responding to this question was 65 percent completion. Due to the nature and timing of Federal funding, five Institutional Program Directors declined to estimate the percentage completion of their programs although the programs were in operation.

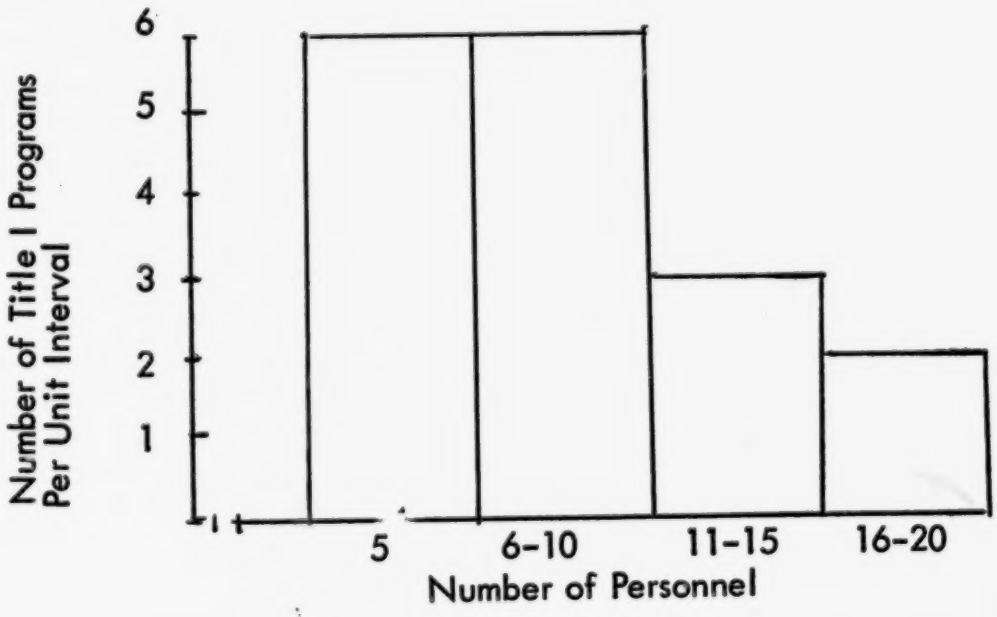

Fig. 2 Number of professional personnel used in planning programs under Title I, Higher Education Act of 1965, in Florida.

Of the 17 responses to this question, the range in number of professional personnel used in the planning process was 5-20, with an average of 10.4 per program.

TABLE I

INSTRUCTIONAL RESOURCES UTILIZED IN CONDUCTING PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, IN FLORIDA

Instructional Personnel	Utilized in Programs 0-25%	26-50%	51-75%	76-100%
University Faculty - Staff	4 Programs	4 Programs	7 Programs	3 Programs
Consultants	11 Programs	4 Programs	3 Programs	0 Programs
Participants	13 Programs	3 Programs	2 Programs	0 Programs

Categorical involvment of instructional personnel was:

University Faculty - Staff	53%
Consultants	27%
Participants	20%
Total	100%

TABLE II

MALE-FEMALE PARTICIPANT DISTRIBUTION IN PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965 IN FLORIDA

Sex	Numbers
Female	18,800
Male	11,400
Not Indicated	9,000
Total	39,000

From the data reported, it appears that more women than men are being reached through programs under Title I in Florida. In the sixteen programs from which data were reported for this question, eleven reported more women participants, including the three programs of continuing education for women which had a combined enrollment of 2,690 women. The enrollment data reported from five programs did not differentiate between male and female participants.

TABLE III

AGE DISTRIBUTION OF PARTICIPANTS IN PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, IN FLORIDA

Age Range	Percent of Age Distribution in Florida, 1965	Percent of Total Participants in Title I Programs
Under 21 years	39.0	4.0
21-44 years	29.7	38.5
45-64 years	19.1	28.4
Over 65 years	12.2	10.8
Not Reported	----	18.3
Total	100.0	100.0

The enrollment data reported from four programs did not differentiate between participants by age.

TABLE IV

ADDITIONAL EDUCATIONAL EXPERIENCES GENERATED FROM ORIGINAL PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, IN FLORIDA

Activity	Number in Planning Stage	Number in Progress
Publications and public information	3	2
Definite public service project	4	1
Course or regular meeting	2	3
Additional conference, workshop, etc.	2	3
Radio, TV program or presentation	1	2
Definite group-action project	1	2
Paticipants collecting additional data	1	1
Sub-Total	14	14

This question was submitted to nine program directors and responses were obtained from all.

TABLE V

INSTRUCTIONAL METHODOLOGY EMPLOYED IN THE EDUCATIONAL EXPERIENCES PROVIDED FOR PARTICIPANTS IN PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, IN FLORIDA

INSTRUCTIONAL METHODS

Title I Programs	Seminars	Lectures	Discussions	Panel	Forum	Mass Media	Symposium	Tutorial	Educational TV	Closed Circuit TV	Individual Interviews
A	X	X						X			
B	X	X									
C	X	X	X	X	X	X	X				
D									X		
E		X	X								
F			X	X							
G	X	X	X	X							
H											X
I											X
J			X			X					
K	X	X	X			X					X
L	X	X	X	X		X					
M	X	X	X	X			X		X		
N	X	X	X	X	X						
O			X							X	X
P		X	X								
Q	X	X									
R	X	X	X								
S		X	X								
T	X				X						

Responses were obtained from twenty programs for this question. Three used only one method, and seventeen used various combinations, the lecture -seminar-discussion combination being used most often.

TABLE VI

OUTSIDE EDUCATIONAL INSTITUTIONS AND AGENCIES COOPERATING WITH INSTITUTIONS OF HIGHER EDUCATION WHICH CONDUCTED PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, IN FLORIDA

Institution or Agency	Number of Title I Programs in which agency participated
Local School District	6
County Board of Public Instruction	5
Senior Citizens Council	3
Local Office of Economic Opportunity	2
Child Care Center	2
Public Junior College	2
County Adult Basic Education Agency	2
County Mental Health Association	2
County Planning Committee	1
College, Private	1
University, State	1
Community Action Agency	1
County League of Women Voters	1
County Community Relations Board	1
Center for Dialogue	1
Desegregation Consulting Center	1
Director's Magisterial Cubans	1
Colegio Nacional de Pedagogas	1
Diario Las Americas	1
Citrus Industrial Council	1
State Employment Service	1
American Association of University Women	1

TABLE VII

AVERAGE ENROLLMENT AT INITIAL MEETING AND AT LAST SESSION PRIOR TO PROGRESS REPORT IN PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, IN FLORIDA

Meeting	Average Enrollment
Initial Meeting of Program	57
Last meeting prior to progress report	101

Eighteen programs (86%) reported increased enrollment from the initial session through the last session before the progress report was submitted.

ADDITIONAL DATA

Additional data were collected which were inappropriate to present in tables. The data were presented in question-response form, as follows:

1. QUESTION - Did participants in programs under Title I represent any particular profession?

   RESPONSE-In most programs, there were no particular professions represented. However, each of the following had one program directed toward it - city managers, agricultural employees, city and county officials, and teachers.

2. QUESTION - Were participants in programs under Title I screened in any way?
   RESPONSE - Most programs did not involve any method of screening participants, but the following criteria were utilized for screening purposes in some programs: age, (senior citizens), sex (women's education), foreign language capacity (programs involving Cubans), and profession (indicated in previous question).

IV. COMMENTS AND REMARKS

A. Institutional Program Directors

All institutional program directors were well pleased with the progress of their programs. Each stated that program objectives were being met in solving local community problems. In addition, the following achievements (or strengths) were stated by the institutional program directors in their progress reports:

1. "Education centers have been established and courses have been offered."
2. "At the request of the participants, and others, the program will be continued next year even though it will not be funded by Title I. It will be supported entirely by fees."
3. "Educational experiences that had been planned were conducted. The desired number and kinds of participants were obtained, and new activities have been planned to continue beyond the date of the original funded program."
4. "Responses from participants indicate we have achieved our objectives beyond our original ideas."
5. "Attendance is steadily increasing and beginning to include representatives of groups we had hoped for, but had not strongly anticipated would attend."
6. "Through this program ties between the educational institution and the community have definitely been strengthened."
7. "Due to the training of selected persons, local programs have been established throughout all the country, resulting in a general request for a continued program after the funded program ends."
8. "Staff members have established direct contact at grass-roots level in the communities."
9. "The program has brought together professionals who engaged in serious and sometimes heated discussions regarding the proper role of institutions of higher education in solving urban problems."
10. "Volunteer aides spend more time than requested in activities of the program."

Even though the institutional program directors were more than satisfied with the progress thus far, they emphasized several weaknesses (or shortcomings) which have lessened, to some extent, the success of their programs. Some of these weaknesses should serve as warnings for all program directors involved in planning future programs under Title I, whereas others are unique to particular programs. The following weaknesses were stated by various institutional program directors:

1. "Need earlier funding in order to obtain and maintain staff members who are both interested and capable."

2. "Methods of selecting volunteer aides did not provide for a true representation of the population."

3. "Need a source through which to identify leading citizens in the community. This somewhat delayed the beginning of the project."

4. "Need for a follow-up study to determine the permanence of learning which occurred."

5. "Little evident success in arousing the interests of business personnel or professional politicians in considering the institution of higher learning as a source of useful information or professional skill in solving community problems."

6. "Too much time devoted to lectures - need more time in discussion groups, t-groups, etc."

7. "Failure to develop a means of determining people who will accept the types of skills and training needed for employment."

8. "The need to resort to part-time staff assistance hindered the progress and efficiency of the program."

9. "Program must be better timed - winter months lead to more success in programs in Florida."

B. Institutional Program Participants

Responses from participants in Title I Programs were most favorable. The following statements were samples from the comments submitted to institutional program directors by participants:

1. "My experiences have been stimulating, broadening, and very helpful in a community which otherwise would be rather isolated from everyday problems."

2. "Through this conference I have obtained a more clear understanding of the purposes of reports and reporting besides learning several techniques of how to prepare better reports."

3. "I have enjoyed the warmth and congeniality afforded me in working with my neighbors in a common interest."

4. "I am now more aware of the social and economic problems in Florida's urban areas and some things I can do to help solve some of these problems."

5. "This activity has provided the retired folks with something greatly needed. We had nothing but the daily trip to the mail-box, the paper and TV before now."

6. "I had not thought about the need for good local government before now. I have learned the difficulties that government officials face, especially in a changing environment."

7. "I think this is a wonderful experience for all the people in park (Lakewood Park). Everyone enjoys the activities which are enabling people to broaden their intellectual and social horizons."

SUMMARY

The purpose of this report was to determine the progress of programs under Title I during fiscal year 1966 and fiscal year 1967. Programs funded during both fiscal year 1966 and fiscal year 1967 were included in this report because seven of the programs were continuous through both years, and due to the timing of passage of the Higher Education Act and appropriations for Title I, most of the programs have been in progress concurrently. Since most of the programs had not been completed at the time this report was prepared, it is essentially a progress report. An evaluation of the programs which are completed during the current fiscal year will be prepared after June 30, 1968.

Progress report forms (questionnaires) were prepared by the Staff of the Florida Board of Regents Office for Continuing Education and sent in June,1967 to the Directors of programs funded under Title I, Higher Education Act of 1965. Following the return of the completed report forms, the data were compiled and analyzed. From the analysis of the data, this report was prepared.

CONCLUSIONS

1. From the number of follow-up activities reported, the programs under Title I appear to be stimulating local communities to continue solving their problems without Federal funding. This is also indicated in the evaluation reports of several institutional program directors.

2. More and more people are becoming involved in Title I programs as they continue. Some program directors indicated that this was due to the participants who not only informed others in the community about their experiences, but actively encouraged them to participate.

3. Few Title I programs involve inter-institutional cooperation, but outside educational agencies are involved to some extent in most programs.

4. The wide range of activities reported by the various programs illustrates the importance of each institution focusing upon the problems of the immediate community and proceeding to solve them in whatever manner is most feasible.

5. Participants in Title I programs are being given much responsibility for the success of their programs. Not only are they involved in determining what the most important community problems are, but in some programs, they assume most of the leadership responsibilities in carrying out the program to find effective solutions to the previously determined problems.

RECOMMENDATIONS

Based upon the intent of Title I of the Higher Education Act of 1965, the progress reports, and the aforementioned conclusions, the Staff of the Florida Board of Regents Office for Continuing Education recommends the following in order to improve the overall Title I program in Florida:

1. That all institutional program directors be made more aware that progress and final evaluation reports should be an integral part of their programs. Directors should receive copies of the report forms at the beginning of the program to increase their awareness of the kinds of data desired by the Staff of the Florida Board of Regents Office for Continuing Education and to increase their efficiency and completeness of reporting.

2. That progress and final evaluation report forms should themselves be constantly evaluated and properly revised when needed by the State Coordinator of programs under Title I. Indications of needed revisions should come from institutional program directors' responses as well as suggestions by members of the Staff of the Florida Board of Regents Office for Continuing Education.

3. That greater effort should be made to encourage, whenever feasible, inter-institutional cooperation in solving problems common to various communities.

4. That consideration should be given to continued funding - 5-year committment or at least funding one year in advance at the federal level. Institutions with on-going programs are faced with many problems because of the uncertainty of funding on an annual basis.

5. That the 75-25% matching be retained because a change from 75% matching to 50%-50% matching will create problems at the institutional level for numbers of institutions with excellent programs which cannot contribute at the higher level.

6. That attention should be given to providing the wherewithal to plan and initiate projects of regional (interstate) and National scope through possible amendments to the legislation because the wording of the legislation at this time makes such projects difficult.

APPENDIX A.

PROGRAMS FUNDED UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, IN FLORIDA

FISCAL YEAR 1966

UNIVERSITY OF MIAMI - CORAL GABLES

(1) An Urban Extension Coordinating Center. A program to provide adult and continuing education programs and services to adults to create a better urban environment through the mature, responsible, and knowledgeable citizen and through recognized and authoritative civic, government and community action groups.

Educational emphasis was placed in numerous special problem areas such as: tourism and industrial development, the Cuban refugee, Latin American and minority groups, migrant workers, employment opportunity, housing and transportation.

Federal Share	Institutional Share	Total Cost
$45,000.00	$15,000.00	$60,000.00

(2) A Program for the Continuing Education of Women in Contemporary Urban Miami, Florida. This program has encouraged and assisted women to continue their education through the following activities:

1. 1274 individual survey forms administered to determine the educational needs of community residents.
2. Provision of community workshops, including a Career Night, an Educational Opportunity Night, etc., for over 600 women to date.
3. Establishment of an information center of the five referral educational institutions, (sponsors), their facilities, home study and correspondence courses.
4. "RE-ENTRY" programs of special orientation and study techniques.

Federal Share	Institutional Share	Total Cost
$3,235.00	$1,078.00	$4,313.00

(3) An Urban Extension and Cultural Program for the Cuban (Refugee) Adult in the Greater Miami Area. The primary purpose of this program is to preserve and stimulate interest in the culture of Free Cuba for the day when those refugees now in exile can return home. Education courses have been taught and informal workshops conducted, featuring the following topics - "The Development of the Cuban Economy", "Art in Cuba", "Principles for the Reconstruction of Cuban Education", "Cuban Culture Seminars", and various others. Outstanding and well-known Cuban composers, professors, editors, etc. have been employed for the 184 formal classes and over 1500 special events to date.

Federal Share	Institutional Share	Total Cost*
$661.00	$400.00	$1,061.00

*This program is projected over a four year period. The initial allocation is for two months in FY 1966. An additional allocation of $16,309.50 will be made in FY 1967 when the major aspects of the program will begin.

FLORIDA STATE UNIVERSITY - TALLAHASSEE

(1) Urban Internship Program (Urban Extension Service). This unique educational program has resulted in various specific community action projects directed toward solving major community problems in the Cape Kennedy area. These projects included:

1. Sixty community development seminars in 12 cities.
2. Five governmental communications conferences.
3. An "Approach to Social Planning" Seminar plus conferences with members of county community services councils.
4. A survey and analysis of continuing education needs of Municipal Officials in East Central Florida.

Federal Share	Institutional Share	Total Cost
$35,000.00	$11,500.00	$46,500.00

(2) Leadership and Planning Seminars. Through a series of planned seminars and workshops, a group of well-known and experienced community development specialists have worked closely with selected local community leaders in Florida concerning problems in urbanization, population, migration and immigration, regional planning and development, etc. More specifically, in the area of problems relating to urbanization, an "Urban Exploration" series of five meetings was held for local community leaders and planners. Meetings are now planned in various locations of the state in which those community representatives who attended the state-wide sessions will now conduct meetings with local leaders, planners, etc., to seek solutions to local problems utilizing the information and teaching techniques presented during the original seminars.

Federal Share	Institutional Share	Total Cost
$7,138.00	$2,379.00	$9,517.00

(3) Center for Women. This program focused upon the changing roles of women with an attempt to assist them in solving the problems involved in adopting new life patterns. Through the guidance and direction of the advisory committee, the following conferences and institutes were conducted for over 900 women participants:

1. Dade County Conference on Community Opportunities for Women (Miami).
2. The Roles of Women in Today's World (Tampa).
3. Garden Club Short Course (Gainesville).
4. Florida Congress on Consumer Affairs (Tallahassee).
5. Tomorrow's Women in Today's World (Pensacola).
6. Changing Patterns for Today's Women (Jacksonville).

Federal Share	Institutional Share	Total Cost
$15,000.00	$5,000.00	$20,000.00

UNIVERSITY OF FLORIDA - GAINESVILLE

(1) Community Planning, Public Officials. This program was directed toward the development of an informed local leadership that would plan for the total development of the human and economic resources of the community. Case studies and theoretical

methods were to be developed and utilized in the training programs. However, due to the disrupting changes in the makeup of the intended primary audience (County Commissioners) brought on by elections and reapportionment in 1966, the program was delayed until July 1, 1967. No funds were expended for 1966, but the program is now in operation in fiscal year 1967.

Federal Share	Institutional Share	Total Cost
$18,750.00	$6,250.00	$25,000.00

(2) Economic Counseling and Research Service. This program encouraged maximum community involvement and participation in the identification of local problems and in the design and execution of specific educational projects and activities to solve those problems. For example, officials in one city, Bradenton Beach, solicited help for comprehensive planning and in developing an educational and recreational program for the elderly. With the aid of the Economic Counseling and Research Service, the following results were achieved:

1. Establishment of a Municipal Planning Commission.
2. A 15-lesson short course for planning commissioners was conducted.
3. A housing code was drafted and adopted.
4. A Citizens Advisory Committee was established.
5. A population study and demographic analysis is nearly completed.
6. A recreation program for elderly citizens was conducted.

Federal Share	Institutional Share	Total Cost
$25,000.00	$8,333.00	$33,333.00

(3) A Survey and Pilot Project to Meet the Educational Needs of Senior Citizens in an Urban Area. This program involved (1) a survey to determine needs and interests of the senior citizens within the immediate geographic area, (2) establishing a counseling service for the elderly, and (3) planning and implementing one intensive educational program for the general public to help them understand the problems of the aged. Thus far, the survey has been completed, providing the following information:

1. Finances cause the major worries and fears of the elderly in Brevard County. Health worries ran a close second in the survey and loneliness ranked third.
2. Although not being worries, transportation, television, and medical services were the greatest needs of those participating.
3. Senior citizens are willing to share their talents, abilities, and knowledge if provided the opportunity.

The remainder of the program is now in progress, based upon the information derived in the survey.

Federal Share	Institutional Share	Total Cost
$17,025.00	$5,675.00	$22,750.00

UNIVERSITY OF SOUTH FLORIDA - TAMPA

(1) TV Series - Consumer Education. Through the presentation of four television programs and a series of newspaper articles, educational information was directed to consumers in the Tampa area. Subjects included:

1. How Prices are Determined.
2. Impulse Buying - Your Greatest Budget Wrecker.
3. The Ten Commandments of Shopping.
4. How Profits in Business are Derived.
5. (Various other related topics.)

Federal Share	Institutional Share	Total Cost
$3,000.00	$1,000.00	$4,000.00

(2) Pre-School and Kindergarten Short Course. In this program, courses were offered to 373 teachers in private nursery schools and kindergartens who were not able to take regular college credit courses. Courses were directed to working with pre-school children and included: Principles of Teaching, Child Growth and Development, Language Arts, Working with the Pre-School Child's Family, and others. These courses were designed to upgrade the skills and competencies of these teachers. All 373 completed the courses for which they registered, and the program was so well-received that it will be revised and offered again the following year on a fee basis.

Federal Share	Institutional Share	Total Cost
$3,937.00	$1,312.00	$5,249.00

BREVARD JUNIOR COLLEGE - COCOA

(1) Citizenship Foundation Program. The program centered around a core of adult education offerings designed to assist participants in improving their citizenship responsibilities and activities. Formal courses (non-credit) with informal workshops included were conducted, including the following: Pre-retirement Planning, Family Legal Affairs Seminar, Psychology of Living, National Affairs Forum, Citizenship Education, English for Foreign Born, Traffic Safety, and various others. There had been 453 participants at the time this report was made.

Federal Share	Institutional Share	Total Cost
$10,000.00	$3,333.00	$13,333.00

INDIAN RIVER JUNIOR COLLEGE - FORT PIERCE

(1) Continuing Education for Retired Persons. At the time of this report, three educational centers had been established and courses and other experiences had been provided for retirees to help them gain a meaningful and useful self-concept in solving their problems. Centers were extablished in Port St. Lucie, Lakewood Park, and Vero Beach, and 375 retirees had participated in the offerings, which included: Budget Landscaping, Everyday Living in Florida, Little Known Legal Facts, Reading Appreciation, and others. Not included in the 375 participants were the instructors and leaders who are also retirees and who, with some

training and encouragement, are sharing their talents and abilities with others. This is an important and unique aspect of this particular program.

Federal Share	Institutional Share	Total Cost
$20,000.00	$6,700.00	$26,700.00

MARYMOUNT COLLEGE - BOCA RATON

(1) Total Woman. A selected pilot group of thirty-five mature women explored at depth what adult women really want out of life and learning in order to plan a greatly expanded educational program at Marymount College for women in Southeast Florida. More specifically, the program included:

1. Seven monthly seminars with leading consultants on The Seven C's of the Total Woman's Pursuit of Happiness - Consciousness, Communication, Culture, Creativity, Charity, Clarity, and Contemplation.
2. Dialogue-at-depth discussion groups of five persons each, meeting monthly, following each seminar.
3. A Women's Workshop, featuring Sebastian de Brazia, Rutgers University, and other major speakers who synthesized and expanded upon the materials which had been presented during the previous seven monthly seminars.
4. A carefully constructed subjective questionnaire completed by each pilot group member upon completion of her program experiences.
5. A recommendation for the educational program to be conducted at Marymount College, in 1967-1968, in cooperation with local community institutions. This will be based upon the Pilot Group's findings and suggestions. It will not require any funding under Title I.

Federal Share	Institutional Share	Total Cost
$10,350.00	$3,450.00	$13,800.00

PROGRAMS FUNDED UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, IN FLORIDA

FISCAL YEAR 1967

UNIVERSITY OF MIAMI - CORAL GABLES

Continuing Program (1966)

(1) A Program for the Continuing Education of Women in Contemporary Urban Miami, Florida. This program has encouraged and assisted women to continue their education through the following activities:

1. 1274 individual survey forms administered to determine the educational needs of community residents.
2. Provision of community workshops, including a Career Night, an Educational Opportunity Night, etc., for over 600 women to date.
3. Establishment of an information center of the five referral educational institutions, (sponsors), their facilities, home study and correspondence courses.
4. "RE-ENTRY" programs of special orientation and study techniques.

Federal Share	Institutional Share	Total Cost
$34,200.00	$11,400.00	$45,600.00

(2) An Urban Extension and Cultural Program for the Cuban (Refugee) Adult in the Greater Miami Area. The primary purpose of this program is to preserve and stimulate interest in the culture of Free Cuba for the day when those refugees now in exile can return home. Education courses have been taught and informal workshops conducted, featuring the following topics - "The Development of theCuban Economy", "Art in Cuba", "Principles for the Reconstruction of Cuban Education", "Cuban Culture Seminars", and various others. Outstanding and well-known Cuban composers, professors, editors, etc. have been employed for the 184 formal classes and over 1500 special events to date.

Federal Share	Institutional Share	Total Cost
$16,309,00	$5,436.00	$21,745.00

New Program (1967)

(1) A Human Affairs and Minority and Civil Rights Study and Educational Program for Metropolitan Area Adults. The initial activity of this program was the identification of persons who evidenced leadership potential plus an interst in human relations problems within their community. Participants were then administered various test, e.g., the "Edwards Personal Preference Schedule", and the Allport-Vernon Lindzey "Study of Values", to determine their particular interests and group them with others of like interests and concerns. Tutorial group meetings were then conducted for the various special interest groups. Meetings featured discussions on problems confronting local residents, including civil rights, migrants, housing, employment, etc., and possible solutions for these problems.

Federal Share	Institutional Share	Total Cost
$12,426.00	$4,142.00	$16,568.00

FLORIDA STATE UNIVERSITY - TALLAHASSEE
Continuing Program (1966)

(1) Economic Counseling and Research Service. This program encouraged maximum community involvement and participation in the identification of local problems and in the design and execution of specific educational projects and actvities to solve those problems. For example, one city, Bradenton Beach, solicited help for comprehensive planning and in developing an educational and recreational program for the elderly. With the aid of the Economic Counseling and Research Service, the following results were achieved:

1. Establishment of a Municipal Planning Commission.
2. A 15-lesson short course for planning comissioners was conducted.
3. A housing code was drafted and adopted.
4. A Citizens Advisory Committee was established.
5. A population study and demographic analysis is nearly completed.
6. A recreation program for elderly citizens was conducted.

This was accomplished in only one of the communities which this program is serving.

Federal Share	Institutional Share	Total Cost
$22,000.00	$7,333.00	$29,333.00

(2) A Survey and Pilot Project to Meet the Educational Needs of Senior Citizens in an Urban Area. This program involved (1) a Survey to determine needs and interests of the senior Citizens within the immediate geographic area, (2) establishing a counseling service for the elderly, and (3) planning and implementing one intensive educational program for the general public to help them understand the problems of the aged. Thus far, the survey has been completed, providing the following information:

1. Finances cause the major worries and fears of the elderly in Brevard County. Health worries ran a close second in the survey and loneliness ranked third.
2. Although not being worries, transportation, television, and medical services were the greatest needs of those participating.
3. Senior citizens are willing to share their talents, abilities, and knowledge if provided the opportunity.

The remainder of the program is now in progress, based upon the information derived in the survey.

Federal Share	Institutional Share	Total Cost
$4,759.00	$1,653.00	$6,412.00

(3) Training for County Officials. This program was directed toward the development of an informed local leadership that would plan for the total development of the human and economic resources of the community. Case studies and theoretical methods were to be developed and utilized in the training programs. However, due to the disrupting changes in the makeup of the intended primary audience, (County Commissioners) brought on by

elections and reapportionment in 1966, the program was delayed until July 1, 1967. No funds were expended for 1966, but the program is now in operation in fiscal year 1967.

Federal Share	Institutional Share	Total Cost
$3,691.00	$1,231.00	$4,922.00

New Program (1967)

(1) A Survey of Present and Future Labor Needs in Agriculture and Related Industries in Florida and A Survey of Available Manpower Resources and Training Required (Labor and Management Relations - Problems in Agriculture and Related Industries). Mailed questionnaires and personal interviews have been used to obtain information concerning agricultural labor needs and training required for the manpower to fill these needs in the state. The data received were being tabulated and analyzed at the time of this report. It has already provided sufficient need to justify educational programs in personnel management and it is anticipated that other specific needs will be identified when the data processing is completed.

Federal Share	Institutional Share	Total Cost
$19,050.00	$6,350.00	$25,400.00

UNIVERSITY OF SOUTH FLORIDA - TAMPA
New Programs (1967)

(1) Mangement Development for City and County Officials. A workshop entitled "Human Relations and Understanding" was conducted for city managers and supervisors. Reactions from the 53 participants indicated that this program was successful in providing opportunities for them to develop a better understanding of human relations and how to effectively utilize them in the everyday activities of managers and supervisors. Contents of the workshop included: Understanding Myself, The Effects of Enviranment upon Behavior, P.Q. - Personality Quotient, Working with Associates, Problems of the Supervisor, Problems with Supervisors, etc. Lectures, seminars, and group discussions were used most frequently in the "in-depth" sessions covering each subject.

Federal Share	Institutional Share	Total Cost
$3,091.00	$2,478.00	$5,569.00

(2) Establishment of a Center for Urban Studies. The activities of this program to date were two conferences, plus numerous meetings of committee members with representatives from the community concerning objectives to be fulfilled by the proposed center. Accomplishments thus far include:

1. Discovering the variety of active persons in existing urban institutes, and determining the advantages and disadvantages of each institute.
2. Bringing together of various professional people to discuss the role of institutions of higher education in meeting the problems of urban residents.
3. Arousing the interest, to some extent, of businessmen and politicians, in regarding the University as a source of information or professional skill in solving the problems of the city and its suburbs.

Federal Share	Institutional Share	Total Cost
$15,399.17	$5,133.06	$20,532.23

BREVARD JUNIOR COLLEGE - COCOA
Continuing Program (1966)

(1) Citizenship Foundation Program. The program centered around a core of adult education offerings designed to assist participants in improving their citizenship responsibilities and activities. Formal courses (non-credit) and informal workshops included were conducted, including the following: Pre-retirement Planning, Family Legal Affairs Seminar, Psychology of Living, National Affairs Forum, Citizenship Education, English for Foreign Born, Traffic Safety, and various others. There had been 453 participants when this report was made.

Federal Share	Institutional Share	Total Cost
$14,161.00	$4,723.00	$18,884.00

FLORIDA ATLANTIC UNIVERSITY - BOCA RATON
New Program (1967)

(1) Use of TV Taping, Evaluation, Programmed Instuction, and for Other Media to Provide Practical Experiences for Counselors, Social Workers, and Health Workers in Serving Children of Migrant Farm Workers. Twenty-five trainee-participants contacted, visited and interviewed over 200 migrant workers in workshops in which the experiences were video-taped. Afterward, the trainees were able to compare their experiences, by means of the taping, with those of professional consultants who also interviewed the same migrant workers and children. Tangible proof that the feedback and evaluation sessions were most meaningful was obtained by producing two final kinescopes from numerous clips of earlier video tapes. The progress of the educational activities through this program indicated that there are implications for the type of program beyond the influence of the 25 trainees as evidenced by reactions from students in guidance and other classes who indirectly participated in the program.

Federal Share	Institutional Share	Total Cost
$20,000.00	$11,450.00	$31,450.00

FLORIDA KEYS JUNIOR COLLEGE - KEY WEST
New Program (1967)

(1) Community Leadership-Development and Education for Public Responsibility. Through an informal-type survey of local organizations and agencies, various community problems had been identified by those who participated. In this program, consultants who were specialists in the fields relating to the community problems provided the leadership in educational activities designed to cope with the previously identified problems. Lectures, followed by group discussions, were the basic format used during the program which provided leaders of local organizations and other interested participants the opportunity to practice and develop the dynamic skills of democratic leadership required to cope with existing community problems.

Federal Share	Insitutional Share	Total Cost
$3,280.00	$1,094.00	$4,374.00

POLK JUNIOR COLLEGE - BARTOW
New Program

(1) A Program for the Educational Enrichment of Senior Citizens in Polk County.

The major activities of this program have been:

1. Selection of an advisory committee to guide and direct the program.
2. Employment of four survey workers who enlisted the aid of many volunteer workers in obtaining data concerning the needs and problems of senior citizens in Polk County.
3. Analysis of the collected data resulting in the planning of educational experiences designed to cope with the needs and problems identified in the extensive survey.
4. Twenty-four senior citizens selected for training in group-leadership and teaching techniques. These participants will attend seminar-type sessions at which educational information relating to the problems identified in the analysis will be presented. The selected trainees, in teams of two, will, in turn, relate this information to other senior-citizens at twelve selected centers throughout the county. At the time of this progress report, the trainees were participating in the training sessions, preparing to conduct educational activities at the twelve centers which are being made ready for this program.

Federal Share	Institutional Share	Total Cost
$14,319.72	$4,773.24	$19,092.96

APPENDIX B.

Title I of the Higher Education Act of 1965

Progress Report Form

I. PROGRAM IDENTIFICATION

A. Program Title _____

_____

B. Time Period _____ Budgeted Fiscal Year _____

C. Program Director _____ Reporting Date _____

D. List the cooperating educational institutions and/or agencies. (For each educational institution, indicate whether public or private, two year or four year.) _____

_____

_____

_____

_____

II. GENERAL INFORMATION

A. Program Information

1) Inclusive dates covered in current report _____

2) What percent of the total program has been completed? _____ %

Do you, as program coordinator, feel that the objectives as stated in the approved proposal are being achieved as a result of this program, service, or activity? Yes _____; No _____. If yes, please explain how. If no, what reasons can you give for the failure of the program to meet the objectives? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. Major activities during current report. (Completion of surveys to determine needs; training of teachers or leaders; conducting classes, workshops or meetings for specific purposes, etc.)_____

_____

_____

_____

_____

C. To which specific objectives of the program were these major activities related?

_____

_____

_____

_____

Have any of the follow-up activities listed below been either planned or actually carried out in relation to or as a direct result of the program? (For each activity you have indicated below, specify whether it is a planned activity or a follow-up activity actually in progress).

(1) Additional conferences, workshops, etc. Planned___; In progress___.
(2) Courses or regular meetings. Planned___; In progress___.
(3) Radio or TV program presentation. Planned___; In progress___.
(4) Definite group action project. Planned___; In progress___.
(5) Publications and public information programs. Planned___; In progress___.
(6) Participants' collection of additional data on assignment. Planned___; In progress___.
(7) Definite public service projects. Planned___; In progress___.
(8) Other (specify)

_____ Planned___; In progress___.
_____ Planned___; In progress___.

D. Under which of the following types of programs would this program be classified?

(1) Conference
(2) Course (indicate whether credit or noncredit)
(3) Workshop
(4) Seminar
(5) Counseling service
(6) Demonstration/experimental research
(7) Combination of above (specify)_____
(8) Other (specify)_____

E. Which of the following has been the primary method used for presentation of information during the current report?

(1) lecture
(2) seminar
(3) forum
(4) panel
(5) discussion group
(6) workshop
(7) mass media
(8) combination of above (specify)_____
(9) other (specify)_____

F. If first, progress report, list all of the professional personnel utilized in planning the program. Include name and title of each along with firm or institutional affiliation. (Attach list)

G. What percent of the total program to date has been carried out be each of the following:

1) University faculty and staff _____ %
2) Consultants other than university staff _____ %
3) Participant representatives _____ %

III. ENROLLMENT DATA

A. Number of participants: Men _____; Women _____; Total _____.

B. Age of participants: number under 21 _____; 21-44 _____; 45-64 _____; 65 and over _____; age not known ____.

C. Education: number completing 8th grade ____; high school ____; college ____; post graduate work ____; educational level not known ____.

D. Occupation[#1]: number of white collar workers _____; blue collar workers ____; service workers ____; farm workers ____; occupation not known ____.

E. Employment: number employed ____; number unemployed _____.

1-Occupational level definitions
White collar: Professional and technical, managers, officials, proprietors (except farm), clerical and sales.
Blue collar: Craftsman and foreman, operatives, laborers (except farm and mine)
Service workers: private household and other services
Farm workers: farmers and managers, laborers and foremen

F. If participants represented a particular profession (occupation) or related professions (doctors, teachers, etc.), indicate the profession (medicine, teaching, etc.) _____

G. What was the initial enrollment (first meeting) _____
If the program is currently being carried out, how many attended the last session prior to this reporting? _____

H. Were participants screened? Yes ____; No ____. If yes, what method of screening was used and what were the criteria for selection? _____
_____
_____

IV. OTHER

A. Please submit a brief resume of general evaluation regarding this program, indicating strengths and weaknesses, and other points of interest not mentioned in the standard form.

B. Please submit with this form any printed materials, newspaper artciles, etc., which pertain to this program.

Title I of the Higher Education Act of 1965

Final Evaluation Form

I. PROGRAM IDENTIFICATION

A. Program Title _____

B. Program Time Period _____ Budgeted Fiscal Year _____

C. Program Director _____ Reparting Date _____

D. List the cooperating education institutions and/or agencies. (For each educational institution, indicate whether public or private, two year or four year).

_____

_____

_____

II. GENERAL INFORMATION

A. Provide the following information concerning the program.

1) Inclusive dates covered in the current report _____
2) Length of actual program (to nearest half day) _____
3) Meeting schedule _____

_____

4) Location of Program (city(s)) _____
5) Approximate population of area (city, county, etc.) served by the program

_____

B. Under which of the following types of programs would this program be classified?

1) Conference
2) Course (indicate whether credit or noncredit)
3) Workshop
4) Seminar
5) Counseling service
6) Demonstration/experimental research
7) Combination of above (specify) _____
8) Other (specify) _____

C. To which of the following general problem areas does the program specifically relate? (Indicate primary area)

1) Housing
2) Poverty
3) Government
4) Employment
5) Youth Opportunites
6) Transportation
7) Health
8) Recreation
9) Land use
10) Other (specify) _____

D. Which of the following was the primary method used for the presentation of information?

1) Lecture
2) Seminar
3) Forum
4) Panel
5) Discussion group
6) Combination of above (specify)_____
7) Other (specify)_____

F. What percent of the total program activity was carried out by each of the following?

1) University faculty and staff_____%
2) Consultants other than university staff_____%
3) Participant representatives_____%

III. ENROLLMENT DATA

A. Number of participants: Men____; Women____; Total____.

B. Age of participants: number under 21____; 21-44____; 45-64____; 65 and over____; age not known____.

C. Education: number completing 8th grade____; high school____; college____; post-graduate work____; educational level not known____.

*D. Occupation: number of white collar workers____; blue collar workers____; service workers____; farm workers____; occupation not known____.

E. Employment: number employed____; number unemployed____.

*1-Occupational level definitions

White collar: professional and technical, managers, officials, proprietors (except farm), clerical and sales.
Blue collar: craftsman and foremen, operatives, laborers (except farm and mine).
Service workers: private household and other services.
Farm workers: farmers and managers, laborers and foremen.

F. If participants represented a particular profession (occupation) or related professions (doctors, teachers, etc.), indicate the profession (medicine, teaching etc.)

_____

G. How many attended the final session?_____

H. Were participants screened? Yes_____; No_____. If yes, what method of screening was used and what were the criteria for selection?_____

_____

IV. PROGRAM EVALUATION

A. Indicate which of the following evaluation procedures were utilized in evaluation the programs:

1) Pre and post activity measures taken
2) Participant reactions obtained
3) Interviews with randomly selected participants
4) Examination given to participants
5) Follow-up Appraisal of group practices
6) Follow-up interviews of participants
7) Other (specify)_____

B. By which of the following individuals of groups of individuals was the program evaluated:

1) Coordinator
2) Planning personnel
3) Instructional personnel
4) Participants
5) Other (specify)_____

C. For each of the individuals or groups indicated in answer to question number IV-B, describe both the technique(s) used to obtain the evaluation(s) and the results of the evaluation. (If an evaluation instrument was designed and utilized for this purpose, include a copy of it along with a summary of the responses elicited by it.)

D. What were the primary purposes and objectives of the project, service, or activity?

1)_____
2)_____
3)_____
4)_____
5)_____
6)_____

E. Do you, as project director, feel that the objectives as stated in the approved proposal were achieved as a result of this project, service, or activity? Yes_____; No_____. If no, what reasons can you give for the failure of the program to meet specific objectives._____

_____
_____
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V. FOLLOW-UP

A. Have any of the follow-up activities listed below been either planned or actually carried out in relation to or as a direct result of the program? (For each activity you have indicated below, specify whether it is a planned activity or a follow-up activity actually in progress.)

1) Additional conferences, workshops, etc. Planned___; In progress_____.
2) Courses or regular meetings. Planned____; In progress_____.
3) Radio or TV program presentation. Planned____; In progress_____.
4) Definite group action project. Planned____; In progress____.
5) Publications and public information programs. Planned___; In progress____.
6) Participants' collection of additional data on assignment. Planned___; In progress____.
7) Definite public service projects. Planned____; In progress_____.
8) Other (specify)

_____ Planned_____; In progress____
_____ Planned_____; In progress____

B. What community service action was taken as a direct result of this program or project? Please elaborate describing the nature of the action, specific goals, etc.

_____
_____
_____
_____
_____
_____
_____

VI. ADDITIONAL INFORMATION

Please submit the following information in addition to this report.

A. An abstract of the program or project including a description of the nature of the program and participants, primary purposes and objectives, whether a credit or noncredit activity, etc.

B. List of all professional personnel utilized in presenting the program. Include name and title of each along with firm or institutional affiliation. Indicate in which of the following functions each was engaged: instruction, evaluation, counseling, consultant, other (specify). For all personnel engaged in instruction, report the total number of contact hours of instruction provided (to nearest half hour).

C. Evaluation instruments utilized, if any, and summary of responses it produced.

D. Publicity or printed materials pertaining to the program such as brochures, printed programs, newspaper articles, etc.

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